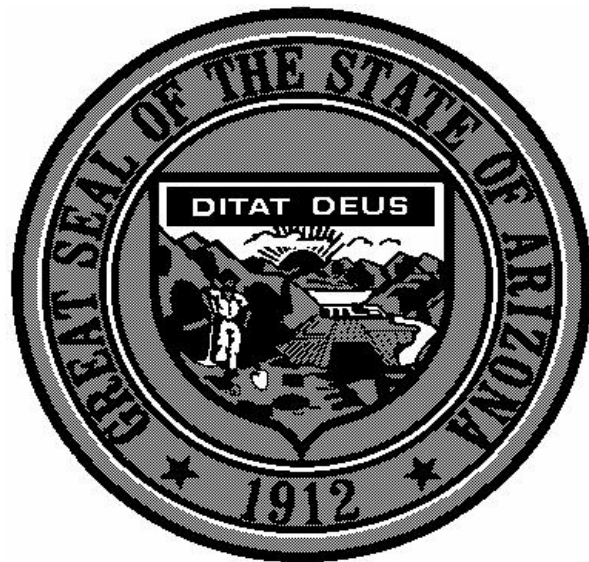


Arizona's Accountability Systems: 2005 NCLB and AZ LEARNS Workbook

**Arizona Department of Education
Research and Evaluation Section**



1. Circle the three components of an Adequate Yearly Progress (AYP) calculation.

95% Tested

Truancy Rate

Annual Measurable Objectives

Percentage of Highly Qualified Teachers

School Improvement Status

Additional Indicator(s)

2. List the subgroups that are evaluated for AYP.

- 1.
- 2.
- 3.
- 4.

3. What are Annual Measurable Objectives (AMOs)?

4. Below is a roster of 3rd grade students at Gila Monster Elementary:

a. Did the school test 95 percent of its students for 3rd grade reading this year?

Student Number	Name	AIMS Reading Score	Use for % Tested	Use for AMO	AIMS Math Score	Start year at school
1	Aleks	M			A	Y
2	Alphonse	A			A	Y
3	Angeles	M			A	Y
4	Anju	FFB			FFB	Y
5	Bryan	DNA			DNA	N
6	Cathy	M			M	Y
7	Charlie	E			FFB	Y
8	Chris	M			M	Y
9	Christine	E			A	Y
10	Cindy	A			A	Y
11	David	E			E	N
12	Donna	E			E	Y
13	Emily	DNA			DNA	Y
14	Gerae	M			A	Y
15	Irene	M			M	Y
16	Jackie	E			E	Y
17	Jay	M			FFB	Y
18	Jennifer	M			M	Y
19	John	M			A	Y
20	LaDonna	M			M	Y
21	Laura	M			FFB	Y
22	Linda	E			E	Y
23	Michelle	M			M	Y
24	Robert	FFB			FFB	Y
25	Roberta	A			A	Y
26	Rolanda	A			A	Y
27	Sabrina	E			E	Y
28	Sharon	M			FFB	Y
29	Sherry	M			A	Y
30	Stephanie	A			A	Y
31	Steve	A			A	Y
32	Tommie	A			A	Y
33	Tyrel	M			M	Y

b. The data for 3rd grade reading at Gila Monster for the past three years is the following:

	2003	2004	2005
Enrollment	30	32	33
Number Tested	30	31	31

Will the school fail to make AYP as a result of not testing 95 percent of 3rd Grade students in reading?

5. Using the roster in question 4:

a. Determine if Gila Monster Elementary met the AMO of 53 percent for 3rd grade math.

b. Did Gila Monster Elementary meet the AMO for 3rd grade math using a confidence interval?

6. The following table provides accountability information for the 5th grade at Gila Monster Elementary. Determine which subgroups made the AMO due to safe harbor.

	All students	White	ELL	Economically Disadvantaged
Current year not proficient	57	44	62	52
Prior year not proficient	60	50	70	60
Percent improvement				
Met 10 percent improvement?				
Current year attendance rate	94	94	90	90
Prior year attendance rate	95	95	89	92
Met AMO?				

7. The following table shows information regarding attendance and graduation rates for five schools:

	Elementary school # 1	Elementary school # 2	Elementary school # 3	High school #1	High school #2
Attendance rate 2005	94	92	89	89	94
Attendance rate 2004	96	90	90	90	94
Graduation rate 2004	NA	NA	NA	70	71
Graduation rate 2003	NA	NA	NA	69	75

Which schools made AYP in their additional indicator?

8. Below is a roster of students who took the 8th grade math test:

Student Number	Name	ELLPROF	ELLYR	J-code nonstandard modification	Start year at school	Valid	Use for AYP?	Use for AZ LEARNS?
1	Aleks				Y	1		
2	Alphonse				Y	1		
3	Angeles	1	2		Y	0		
4	Anju			Y	Y	0		
5	Bryan	1	4		N	1		
6	Cathy			Y	Y	0		
7	Charlie				Y	1		
8	Chris	1	3		Y	0		
9	Christine				N	1		
10	Cindy				Y	1		

- Which students are included in the AYP calculation?
- Which students are included in the AZ LEARNS calculation?

9. Calculating points from AIMS - This exercise will guide you through the steps of calculating an AZ LEARNS profile for a typical school:

Step 1: Calculating status points - use the information provided below to calculate the status points for each grade and subject.

AIMS test results					
Grade	Subject	Number tested	Number pass	Percent Pass	Status points
3	Math	50	33	66	4
3	Reading	50	27		
3	Writing	50	32		
10, 11, & 12	Math	100	12	12	3
10, 11, & 12	Reading	100	62		
10, 11, & 12	Writing	100	30		

Status Points

Grade	Subject	Number of Points					
		1	2	3	4	5	6
3	Math	0% - 26%	27% - 40%	41% - 56%	57% - 71%	72% - 82%	83% - 100%
3	Reading	0% - 46%	47% - 59%	60% - 73%	74% - 84%	85% - 91%	92% - 100%
3	Writing	0% - 54%	55% - 67%	68% - 79%	80% - 89%	90% - 94%	95% - 100%
H.S.	Math	0% - 3%	4% - 8%	9% - 19%	20% - 33%	34% - 47%	48% - 100%
H.S.	Reading	0% - 28%	29% - 42%	43% - 58%	59% - 73%	74% - 83%	84% - 100%
H.S.	Writing	0% - 16%	17% - 25%	26% - 39%	40% - 53%	54% - 66%	67% - 100%

Step 2: Calculating school improvement points - use the information provided below to calculate the school improvement points for third grade math.

	2003	2004 & 2005	Change
Percent Pass	40	50	(A)
Percent FFB	15	10	(B)
Total change (A) – (B)			
School improvement points			

School Improvement Points

		Number of points					
Grade	Subject	1	2	3	4	5	6
3	Math	<-1.75%	-1.74% to 4.18%	4.19% to 10.12%	10.13% to 16.05%	16.06% to 21.98%	21.99% >
3	Reading	<-5.41%	-5.40% to -0.90%	-0.89% to 3.60%	3.61% to 8.11%	8.12% to 12.61%	12.62% >
3	Writing	<-9.23%	-9.22% to -5.00%	-4.99% to -0.77%	-0.76% to 3.46%	3.47% to 7.69%	7.70% >

Step 3: Find total status and improvement points. Add the status and improvement points using the 70-30 weight. Average the sums by subject and then add across subjects to determine total number of points from status and school improvement.

Subject: Math			
Grade	Status points	Improvement points	Weighted sum
3	4	5	
4	5	0	
5	4	5	
Average			

Average points math	
Average points reading	4.4
Average points writing	4.7
Total AIMS points	

- 10. To be a highly performing school, 27 percent of the students must have exceeded the standard on the AIMS test. Determine if the school with the information below meets the threshold for a highly performing school.**

Year	Number tested math, reading, and writing	Number exceeding math, reading, and writing
2003	40	12
2004	45	12
2005	50	13